Pupil Premium Strategy Statement 2026/27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	2026–27 position
School	Sudell Primary School
Strategy period	2025–2028
Academic year covered by this update	2026–27
Pupils on roll	183 (autumn 2026, school-reported)
Pupil Premium eligibility	79 of 183 pupils (43.2%)
Publication / review	October 2026 / July 2027
Statement authorised by	Jenna Harty
Pupil Premium lead	Tom Arrandale
Governor / trustee lead	Jayne Hornby

Funding overview

Detail	Amount
2026–27 Pupil Premium allocation	£137,540
Funding carried forward	£0
Total available budget	£137,540

Part A: Pupil Premium Strategy Plan

Statement of intent

At Sudell Primary School, we aim to use Pupil Premium funding effectively and efficiently to improve outcomes and experiences for disadvantaged pupils. We seek to remove barriers associated with socio-economic disadvantage, while recognising that disadvantaged pupils are not a homogeneous group and that additional needs must be identified individually.

Our three-year strategy, reviewed annually, is aligned with the School Improvement Plan and Academy Risk Register. It follows the three-tier model of high-quality teaching, targeted academic support and wider strategies. High-quality classroom teaching remains central: interventions supplement, rather than replace, pupils' access to their teachers and the full curriculum.

In 2026–27, priorities include responsive teaching through Sudell's own Data-Driven Instruction (DDI) model; sustained improvements in writing through Ready Steady Write; mathematical reasoning and problem-solving through established White Rose Maths teaching; continued phonics through Twinkl Phonics; and the first-year implementation of Fluency Shed Platinum. These are complemented by structured interventions, SEND provision, family support, nurture, attendance work and enrichment.

Our context and objectives

In autumn 2026, 79 of 183 pupils (43.2%) were eligible for Pupil Premium. The school serves a community experiencing socio-economic disadvantage. Priorities are informed by assessment, attendance, pastoral knowledge and pupil-level barriers; disadvantaged pupils are not treated as a homogeneous group.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

No.	Identified challenge
1	Delayed communication and language development, affecting access to learning and early literacy.
2	Social, emotional and behavioural needs that can affect regulation, relationships and readiness to learn.
3	Developing metacognition, independence and self-regulation in learning.
4	Barriers to parental engagement and the need for effective family support.
5	Attendance and punctuality barriers, including persistent absence.
6	Unequal access to enriching experiences, aspirations and cultural capital.
7	Gaps in phonics, reading fluency and comprehension, including disadvantaged attainment.
8	Mathematical fluency and attainment gaps; alongside a whole-school priority to strengthen reasoning and problem-solving.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria to July 2028; reviewed in 2026–27
1. Communication, language and early literacy	WellComm and teacher assessments show progress from identified starting points; improved Reception communication and language and GLD outcomes; phonics assessments show improvement for disadvantaged pupils.
2. Attainment and progress in reading, writing and mathematics	An increasing proportion of disadvantaged pupils are on track for or meet FFT20 targets; teacher and standardised assessments evidence progress; writing, reading comprehension and mathematical reasoning improve; MTC fluency gap is monitored.
3. Emotional regulation and independent learning	Pupils receiving nurture or SEND support progress against individual targets; The Penny records show successful support and return to class; monitoring and pupil voice evidence increased independence and use of self-regulation strategies.
4. Attendance and punctuality	Disadvantaged attendance improves against the confirmed 2025–26 baseline; persistent absence and punctuality are monitored; casework identifies barriers and evaluates individual improvements.
5. Parental engagement and family support	Targeted families demonstrate improved engagement; attendance at relevant events and communication are monitored; Family Inclusion Worker records show actions, responses and outcomes.
6. Equitable enrichment and aspirations	Participation of disadvantaged pupils in clubs, visits and Aldridge Futures is tracked; barriers are addressed; pupil voice and participation records show broader engagement and experiences.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Implementation and monitoring	Challenges
Sudell DDI: assessment in the moment	Develop through staff meetings and lesson monitoring; prioritise English and mathematics while extending responsive assessment across the curriculum. Identify and address misconceptions during lessons.	1, 3, 7, 8
Ready Steady Write	Consolidate the established whole-school writing approach after two years of implementation; monitor quality of modelling, independent writing and progress of disadvantaged pupils.	3, 7
White Rose Maths	Refine established teaching with an explicit focus on mathematical reasoning, explanation, justification and problem-solving; respond promptly to misconceptions.	3, 8
Twinkl Phonics and decodable reading	Maintain consistent systematic phonics and matched reading practice; assess gaps and plan timely follow-up.	1, 7
Fluency Shed Platinum	Implement the new September 2026 reading approach across intended year groups; establish baseline and monitor reading fluency and comprehension.	7
Metacognition and adaptive teaching	Use modelling, scaffolding, feedback and explicit strategies for planning, monitoring and evaluating learning.	2, 3, 7, 8

Targeted academic support (for example, tutoring, one-to-one support)

Activity	Implementation and monitoring	Challenges
Morning phonics, reading and mathematics interventions	Existing teaching assistants deliver individual and small-group support, including Target Reader. Programmes operate for a half-term followed by review of progress and next steps.	1, 7, 8
WellComm language assessment and support	Use the existing local-authority-linked approach to identify and address communication and language needs; track progress from starting points.	1
Afternoon SEND intervention programme	Existing staff deliver targeted provision across all four broad areas of SEND. SENDCo oversees planning and evaluation through SEND targets, provision maps, EHCP outcomes and assessment.	1, 2, 3, 7, 8
Responsive follow-up	Use teacher assessment, standardised information and FFT20 targets to identify learning gaps and adjust support without removing access to high-quality classroom teaching.	3, 7, 8

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Implementation and monitoring	Challenges
Family Inclusion Worker / attendance lead	Continue direct work with pupils and families, including home visits where appropriate; review disadvantaged attendance, persistent absence and casework impact.	4, 5
The Penny nurture and regulation provision	NEW from September 2026. Teaching-assistant-led nurture support, accessed flexibly by different pupils through the day. Track individual emotional-regulation, confidence, independence and readiness-to-learn targets; review pupil engagement and classroom reintegration where relevant.	2, 3
Aldridge Futures and enrichment	Continue trips, clubs and experiences; actively support disadvantaged pupils where barriers arise and track participation to identify unequal access.	6
Existing wider access arrangements	Review continuation and eligibility of previously funded breakfast-club subsidies, resources and participation support against need and confirmed expenditure.	2, 4, 5, 6

Monitoring, evaluation and accountability

Half-termly: review morning intervention outcomes and next steps; review targeted pupil support as appropriate.

Termly: evaluate disadvantaged progress towards FFT20 targets, standardised and teacher assessment, attendance, persistent absence, and relevant SEND/nurture outcomes.

Across the year: monitor DDI, writing, mathematics and reading through staff meetings, lesson monitoring and work scrutiny; assess Fluency Shed Platinum implementation.

At least twice yearly: analyse enrichment participation and family engagement, including disadvantaged/non-disadvantaged access where meaningful.

Annually: report strategy impact and spending to leaders and governors, using the Academy Risk Register and School Improvement Plan to adjust priorities.

Small cohorts will be reported with counts as well as percentages; year-on-year comparisons will be interpreted cautiously because they involve different pupil cohorts. Where support is available to all pupils, evaluation will identify disadvantaged beneficiaries and avoid attributing whole-school change solely to Pupil Premium.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of our pupil premium activity in the 2025 to 2026 academic year.

The review below uses school-reported 2026 outcomes and 2025–26 attendance. Figures should be reconciled with the school's final datasets before publication. Where a disadvantaged/non-disadvantaged breakdown is unavailable, whole-cohort results are identified as such and are not used to infer a disadvantage gap.

KS2 interpretation: The 2026 Year 6 cohort was small and had a high proportion of disadvantaged pupils. Its overall outcomes were below the school-provided national comparators; however, separate disadvantaged attainment figures were not available. These results therefore inform whole-school priorities but cannot demonstrate the size of a disadvantaged attainment gap. Year 6 cohort attendance was reported as 94.3%; this is not the whole-school attendance figure.

Qualitative review and next steps

Ready Steady Write has been embedded over two years, with school leaders reporting improvements in writing; this qualitative judgement should be corroborated through work scrutiny and attainment trends. During 2025–26, inconsistencies in staffing disrupted the regularity and continuity of targeted interventions. This limited sustained support and the reliability of impact evaluation; it does not establish that the intervention approaches themselves were ineffective. Staffing is more stable in 2026–27. Morning interventions, Target Reader and the structured afternoon programme will be timetabled with clear staff responsibilities, monitoring of delivery and half-termly review of pupil progress. The Penny is a NEW teaching-assistant-led nurture provision from September 2026, accessed flexibly by different pupils during the school day; its impact will be evaluated in 2026–27, not retrospectively claimed for 2025–26.

template, relevant evidence references, governor approval and statutory publication requirements.

Measure	2026 outcomes	Interpretation / next step
Reception GLD	PP: 4/7 (57.1%); non-PP: 16/22 (72.7%); overall: 20/29 (69.0%)	PP/non-PP gap: 15.6 percentage points. 2025 gap: 18.8 points. Cohorts differ.
Year 1 phonics	PP: 9/13 (69.2%); non-PP: 11/15 (73.3%); overall: 20/28 (71.4%)	Gap: 4.1 points. Denominator includes disapplied pupils; check reporting convention before publication.
Year 4 MTC	PP tested: 12, mean 15.3/25; non-PP tested: 13, estimated mean 20.9/25; overall tested: 25, mean 18.2/25	One pupil absent from 26-pupil cohort. Non-PP mean calculated from rounded means; verify raw scores. Gap about 5.6 marks.
Year 6 KS2	22 pupils: reading expected 12/22 (54.5%), higher 6/22 (27.3%), average scaled score 99.9; writing expected 12/22 (54.5%), greater depth 1/22 (4.5%); maths expected 14/22 (63.6%), higher 3/22 (13.6%), average scaled score 101.9; combined RWM expected 11/22 (50.0%), higher 1/22 (4.5%).	Whole cohort only: 16/22 (72.7%) were disadvantaged and 11/22 (50%) had SEND. Disadvantaged-only attainment not available; do not infer a PP attainment gap. School-provided national comparators: reading 75%, writing 73%, maths 75%, combined RWM 63% at expected standard.
Attendance / persistent absence	2025–26 whole school: 93.0%; disadvantaged: 91.6%. Non-disadvantaged attendance and persistent-absence rates unavailable.	Disadvantaged attendance was 1.4 percentage points below the whole-school average (NOT a PP/non-PP gap). Continue attendance support; obtain persistent-absence and non-disadvantaged figures when available.